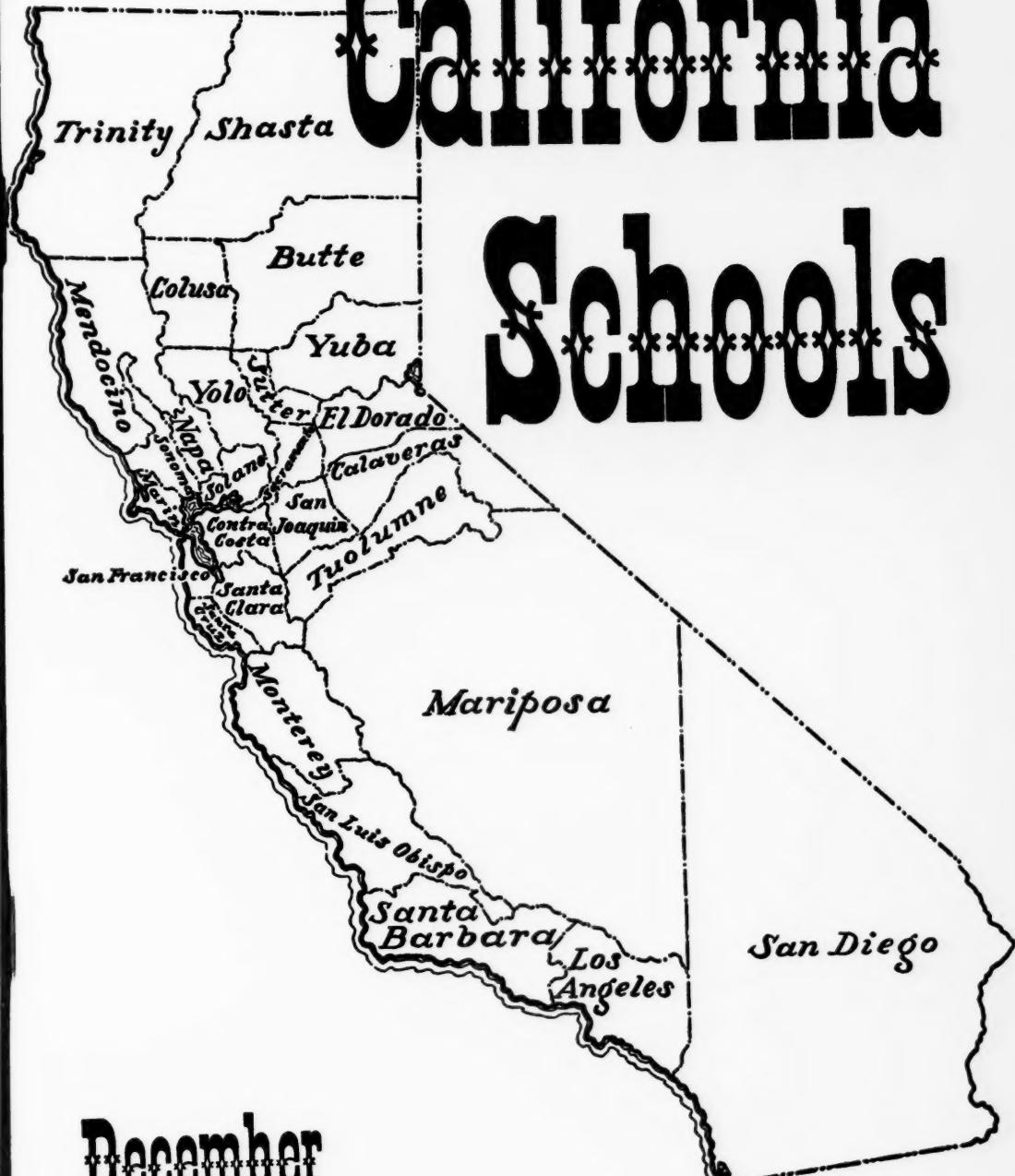


California Schools



December
1950

*The twenty-seven
original counties
1850*

CALIFORNIA SCHOOLS

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DECEMBER, 1950

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Superintendent of Public Instruction

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CO-OPERATION FOR SCHOOL HEALTH IN CALIFORNIA

RESPONSIBILITY FOR THE DEVELOPMENT OF PUBLIC SCHOOL HEALTH PROGRAMS

The following statement regarding responsibility for the development of public school health programs in California was made early in 1950 jointly by W. L. Halverson, M. D., Director of the California State Department of Public Health, and Roy E. Simpson, Superintendent of Public Instruction and Director of Education.

Both school and health departments have great interest in and important contributions to make to the development and improvement of health programs for children of school age. The schools have intimate knowledge of the children as a result of daily contact and observation and an understanding of the part health service plays in the total educational experience of each child. Health departments have knowledge of the health problems and resources of the community as they affect children of all ages and their families. Both departments have personnel whose skills are needed in solving school health problems.

The responsibility for providing school health service varies in states and in communities for a number of reasons. In some areas, particularly in cities, schools have taken leadership; in others, health departments have taken leadership. It is becoming increasingly apparent that the degree of mutual understanding that exists between the two agencies, with the resultant pooling of resources of both departments, is far more important than which department provides the medical and nursing service. Any misunderstandings that may have retarded effective functioning of school health programs can be dissipated by the acceptance of a school health program based on co-operation and joint planning.

In California under provisions of the Education Code and the Health and Safety Code, both school and health departments have certain responsibilities for the health of children attending school. This is fortunate. No legal obstacles prevent co-operation between the two departments. The law actually makes co-operation necessary.

Practically every authoritative statement concerning school health issued in recent years has emphasized this principle of co-operation. The revised report of *School Health Policies* sponsored by the National Conference for Co-operation in Health Education states that

Every school system under whatever jurisdiction it operates, should have a Central Health Council or Committee with appropriate representation from all schools and from all groups interested in school health. At the level of the Central Health Council, where, for example, the city or county superintendent of schools and the city or county health officer meet, the fruitfully co-operative relationships between the school system and the health department can best be worked out.

In another report recently issued by the same conference, the responsibility of the school administrator, physician, and nurse in the school health program is stated as follows:

The technique of thinking together, working together, and planning together to develop the best plan for united action in a given program, with each participant understanding his responsibilities in relation to the work of others, can be used successfully in solving school health problems throughout the country.

In a recent survey it was found that 27 states now have formal plans for interdepartmental co-operation with respect to school health programs. At the federal level there has been co-operative planning for school health between the Public Health Service, the Children's Bureau, and the Office of Education.

In California the Joint Committee on School Health, composed of representatives of the staffs of the State Department of Education and the State Department of Public Health, has made significant progress toward the establishment of co-operative planning at the state level. All publications dealing with health in the schools are considered by the committee and are released under the auspices of both departments. In the functions of the two departments that concern nutrition and school lunch programs, special programs for handicapped children, school health records, the curriculum in health, in-service and preservice training of school and health department personnel, and in many other areas there has been correlation through the medium of the joint committee. The work of the committee serves as an outstanding example of joint planning and co-operation for the best interests of the children of the state.

It is the hope of the two state departments that similar joint committees representing school and public health departments will be developed and strengthened in local communities. As persons come to understand each other better by working on mutual problems, the contributions which each department makes to the health of the school child will be improved.

(Signed)

ROY E. SIMPSON
WILTON L. HALVERSON, M. D.

THE CALIFORNIA STATE JOINT COMMITTEE ON SCHOOL HEALTH

The following statement outlining the functions and responsibilities of the State Joint Committee on School Health was drawn up by a sub-committee appointed for that purpose, with Verne S. Landreth, Chief of the Bureau of Health Education, Physical Education and Recreation in the State Department of Education, as chairman. The statement has been approved by both the Director of the State Department of Public Health and the Director of Education.¹

¹ This statement also appears in *California's Health*, VIII (July 31, 1950), 14.

The purpose of the committee shall be to co-ordinate the activities of the state departments of Education and Public Health that are concerned with the development and improvement of school health programs.

Representatives of the staffs of the two departments who are concerned with school health programs shall be appointed biennially by the State Director of Education and the State Director of Public Health. Officers shall consist of a Chairman from one department and a Secretary from the other, elected by the committee for a two-year term. The chairmanship shall rotate between the two departments.

In accordance with the purpose stated above, the functions and responsibilities of the committee shall include the following:

1. To serve as a joint planning and advisory body to study and recommend appropriate action to either one or both Directors in regard to health programs for children and youth.
2. To formulate and/or recommend for adoption by the administrators of the two departments policies to guide state staffs who have responsibilities in the school health field.
3. To expand the influence and to enrich the resources of the committee by the appointment to subcommittees of recognized leaders and representatives from other state and local official, professional, voluntary, and lay organizations.
4. To develop procedures for the joint review, study, preparation, revision, and distribution of selected materials for use in connection with the state-wide program of health for children and youth.
5. To serve as an inservice education medium through the free discussion of school health problems of common concern. (Staff members of the two departments who are not members of the joint committee should be given assignments to subcommittees that will consider problems of particular concern to them and should be invited to attend regular committee meetings when topics of common professional interest are to be discussed.)
6. To stimulate interest in and the further development of preservice and inservice education opportunities for state and local personnel.
7. To explore ways and means by which the resources of all official and unofficial agencies and lay and professional groups may contribute to the improvement of the mental, physical, and emotional health of children and youth in California.

RECOMMENDATIONS ON SCHOOL NUTRITION

Subcommittees of the State Joint Committee on School Health have been at work in several fields. An example of the results of such specialized co-operative activity is the following set of 14 recommendations on school nutrition prepared and revised by a subcommittee under chairmanship of James M. Hemphill, Supervisor of the School Lunch Program, and adopted by the Joint Committee in September: ¹

1. The school lunch program is an important part of the total educational program and is, therefore, the responsibility of the school administration. Teachers, pupils, parents, custodians, and lunchroom supervisors and managers should share this responsibility.

¹ Also published in *California's Health*, VIII (September 15, 1950), 38.

2. The school lunch program should be closely correlated with a program of health, nutrition, and social education.
3. Operation should be on a nonprofit basis, with emphasis on wholesome food served as cheaply as possible in order to secure a high percentage of participation by children. In so far as feasible and necessary, all costs legally permissible under the Education Code should be paid from tax funds.
4. Only those beverages which have health and nutritional value should be offered in elementary and high schools.
5. Such items as fruits, dried fruits, nuts, plain unsweetened popcorn, and ice cream should be offered instead of candy.
6. Where morning and afternoon service is provided, it should be limited to fruit, milk, and fruit juices and should be scheduled so that it will not impair the pupil's appetite for his regular meals.
7. The dining area should be supervised by certificated personnel during the lunch period.
8. A nutritious lunch, priced as a unit, should be featured.
9. Special dishes provided for teachers should not be at the expense of an adequate lunch for the children, either in terms of a higher charge to children or at a reduction of food values.
10. Whenever possible, there should be a "food handlers course" offered to lunchroom personnel. In districts where there is a full-time local health department, the course may be provided by this department. In areas where there is no full-time local health department, the Bureau of Sanitary Engineering of the State Department of Public Health should be contacted.
11. Students who bring their lunches from home and students who purchase their lunches at school should be permitted to eat together.
12. Adequate time should be allowed for the lunch period before recreation equipment is released and noon activities begin.
13. In planning for food service facilities, administrators should give consideration to the educational aspects of the school lunch program.
14. Food sales in the schools by various organizations for fund-raising purposes often conflict with the total health program, and such sales should be discouraged.

MEMBERSHIP OF THE CALIFORNIA STATE JOINT COMMITTEE ON SCHOOL HEALTH

Representing the State Department of Public Health

Ann Wilson Haynes, Chief, Bureau of Health Education, *Chairman*

Margaret Cree, Public Health Nursing Consultant, Bureau of Maternal and Child Health

Anita E. Faverman, Assistant Chief, Bureau of Maternal and Child Health

Arthur C. Hollister, Jr., Chief, Acute Communicable Disease Service

Frederick M. Kriete, Chief, Bureau of Maternal and Child Health

Hugo M. Kulstad, Chief, Division of Dental Health

George P. Palmer, Co-ordinator, Office of Recruitment and Training, Division of Local Health Services

Madeline Romanoli, Supervising Physical Therapist

Ellis Sox, Chief, Division of Local Health Services

Frank Stead, Chief, Division of Environmental Sanitation

Helen Walsh, Supervising Nutritionist, Bureau of Maternal and Child Health

Kent Zimmerman, Mental Hygiene Consultant

Representing the State Department of Education

Francis W. Doyle, Chief, Bureau of Special Education, *Secretary*

Jay Davis Conner, Assistant Superintendent of Public Instruction; and Chief, Division of Instruction

Helen Heffernan, Assistant Division Chief, Division of Instruction, in charge of Elementary Education

James M. Hemphill, Supervisor, School Lunch Program

Elizabeth Kelley, Health Education, Fresno State College

Verne S. Landreth, Chief, Bureau of Health Education, Physical Education, and Recreation

Frank M. Lindsay, Assistant Division Chief, Division of Instruction, in charge of Secondary Education

Vivian S. Lyndelle, Consultant in Education of the Hard of Hearing

Paul L. Rivers, Field Representative, School Planning

Alice Spillane, Consultant in Health Education

Jane Stoddard, Consultant in Education of Physically Handicapped Children
_____, Chief, Bureau of Homemaking Education

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

INSTRUCTIONAL MATERIALS FOR CONSERVATION EDUCATION

Attention of school administrators is directed to the following teaching aids in conservation education that are available from the Bureau of Textbooks and Publications on request from superintendents of schools:

Guidebook for Conservation Education: A Proposal for a Program of Action in the Schools of California. Published by the State Department of Natural Resources in Co-operation with the State Department of Education, Sacramento, March, 1950. Pp. 48.

This publication presents a program of conservation education based on the "Report on the Activities and Recommendations of the Subcommittee on Conservation Education of the California Committee for the Study of Education" and endorsed by the State Department of Education. It includes a definition of conservation, detailed statements of 12 specific goals of conservation education, a statement of the philosophy of conservation, and specific recommendations for the teaching of conservation by adequately trained personnel using texts and reference materials dealing with the Pacific Coast and stressing the integration of this subject with other subjects and experiences in the curriculum.

The bulletin also contains an extensive list of state and federal agencies charged with the management and protection of natural resources in California, and a descriptive directory of 21 private organizations in California and the nation with conservation programs. Eleven pages are devoted to a selected bibliography of instructional materials and a list of sources of audio-visual materials on conservation.

DASMANN, WILLIAM P. *Basic Deer Management (A Story with Pictures).* Reprinted from *California Fish and Game*, XXXVI (July, 1950), 251-85. Sacramento 14: Conservation Education Section, Division of Fish and Game, State Department of Natural Resources, 1950. Pp. 36.

This story was written by a professional game range technician for the official periodical of the State Division of Fish and Game. In brief text related to 34 half-tone illustrations, he explains the relation of the supply of forage to the number of deer on the range, the effect of fire on this native food, the damage to field crops and orchards by hungry deer, and the threat to water conservation by over-grazing. This is an example of the application of scientific methods to the management of a single type of wildlife, showing how conservationists can intervene in nature's cycles so as to preserve the best values for all concerned. Wise management means holding the herds and forage in balance and improving both, keeping the farmers and the sportsmen content as well.

SCHOOL WILDLIFE LEAFLETS. Sacramento 14: Division of Fish and Game, California State Department of Natural Resources.

Leaflet No. 1. *The California Valley Quail*

Leaflet No. 2. *Trout of California*

Leaflet No. 3. *Salmon of California*

Leaflet No. 4. *The Beaver*

Leaflet No. 5. *The Striped Bass*

These are illustrated 4-page leaflets written for use in the fourth and fifth grades and published by the Division of Fish and Game for distribution by the State Department of Education. Each leaflet has a color plate on the cover and at least two pages of accurate data presented in simple, direct form and printed in large, clear text. Some have maps and sketches. Other subjects in preparation for later issues in this series are pheasants, antelope, deer, mackerel, abalone, sardines, tuna, and barracuda. Other wildlife under consideration for the series include bear, black bass, rabbits, ducks, sage grouse, hawks, owls, and tree squirrels.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

RALPH G. ECKERT. *Handbook on Parent Education.* Bulletin of the California State Department of Education, Vol. XIX, No. 5, November, 1950. Sacramento 14: California State Department of Education, 1950. Pp. xii + 74.

This illustrated bulletin was prepared by Dr. Eckert, Consultant in Parent Education in the Bureau of Adult Education, as a guide for leaders in parent education. The first chapter deals with the development of the parent education movement and the influence upon it in turn of behavioristic, developmental, and dynamic psychologies. Chapter II discusses the meeting of basic psychological needs of children and parents, and Chapter III describes various group processes that stimulate adult learning. The remaining three chapters deal with the various types of classes for parents, the public and private parent-nursery schools and nurseries maintained in the present program for infants and preschool children, and the resources available for parent education through the adult education program in California.

The appendix contains a bibliography of books and pamphlets on child guidance, education in early childhood and adolescence, and sex education. A list of useful motion pictures, specimen questions for group discussion, and other aids for group leaders are also provided.

The handbook is being distributed to county, district, and city superintendents of schools, to principals of junior high schools and high schools, and to the parent education chairmen of parent-teacher associations.

A Framework for Public Education in California. Prepared by the California Framework Committee, a Committee Appointed by the Superintendents of Public Instruction at the Request of the State Curriculum Commission. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950. Pp. iv + 44.

During the past three years a state-wide committee has been working to develop a framework for public education in California, to include the purposes for which schools have been created and maintained, the scope of the services that should be offered, and the principles that should apply to the organization and conduct of these services. The point of view of the committee is that the interests of all citizens will be best served as public education is unified through the consistent application of commonly accepted purposes and principles of action at all levels and in all fields of the curriculum.

The Framework statement does not attempt to carry the description of services to the point of suggesting sequences of teaching-learning activities or the content of courses of study. The committee recognizes the importance of flexibility within the general structure of the framework, to insure equality of educational opportunity for all by differentiation of local educational offerings to meet the needs of those served.

The original statement was revised and reissued several times, and Working Draft Number Five, which was published in the *California Journal of Elementary Education*, XVII (May, 1949), was reprinted in quantity for wide circulation among personnel on all school levels.

This new bulletin presents the final draft, incorporating suggestions from practically every professional group in the state. It is Number 6 in the 1950 Bulletin series (Vol. XIX), but the cover bears the volume number XX, printed in error.

Sample copies of the bulletin have been sent to school administrators, and additional copies will be supplied upon request. The supply is estimated to be sufficient to provide copies for administrative and supervisory personnel, and in addition a set for each school that will allow approximately one copy for each three teachers. The price to individuals is 15 cents per copy, or 10 cents in lots of ten or more. Orders should be addressed to the Bureau of Textbooks and Publications.

Guide for Housing and Layout of School Shops in California. Prepared by the California School Shop Planning Committee in co-operation with the Bureau of Trade and Industrial Education and the Office of School Planning of the California State Department of Education. Sacramento 14: California State Department of Education, 1950. Pp. viii + 40.

Compilation of standards and specifications for the layout of school shops was undertaken by a committee at the suggestion of the Bureau of Trade and Industrial Education. The purpose of this publication is to

make those standards available for use of school administrators. It contains twenty-four illustrations showing suggested floor plans for both vocational and industrial arts shops. The text discusses the problems encountered in planning school shops and stresses the educational specifications of housing and layout.

Distribution will be made to county superintendents of schools, to district and city superintendents of high school districts, to principals of secondary schools including evening junior colleges.

STATE APPROVAL NOT IMPLIED IN LISTING OF HIGH SCHOOL TEXTBOOKS

Those who are not familiar with the laws and procedures relating to the listing of high school textbooks sometimes assume that the inclusion of a particular book on the official state list of high school textbooks indicates approval of the book by the State Board of Education or the State Department of Education. Attention is therefore called to the fact that any high school book that is properly classifiable as a "regular textbook" rather than as other instructional material under the rules and regulations of the State Board of Education¹ is listed upon application by the publisher. Supplementary books and other instructional materials may be adopted by governing boards of school districts without reference to the state list of high school textbooks.

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW Books

The following books have been added to the official state list of high school textbooks since publication of the November, 1950, issue of *California Schools*:

BUSINESS SUBJECTS

Business Arithmetic		Prices	
		New	Exchange
Lennes & Sutton, <i>Economic Mathematics: Business Arithmetic for the Consumer</i> (1950)	Allyn	\$1.79	\$1.68

ENGLISH

Speech and Public Speaking		
Becker, <i>Speaking for All Occasions</i> (1949)	Prentice	1.64

Spelling and Word Study		
Yoakam & Daw, <i>My Spelling</i> , Grade Eight, revised edition (1950)	Ginn	.70

FRENCH

Greenberg & Brodin, <i>Le Français et la France</i> , deuxième cours (1948)	Merrill	2.09	1.96
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¹ California Administrative Code, Title 5, Education, Section 53.

		MATHEMATICS	Prices	
			New	Exchange
Arithmetic and General Mathematics				
Douglass, Kinney & Lentz, <i>Everyday Arithmetic</i> (1950)	Holt		1.50	1.46
Junior Book 1			1.54	1.50
Junior Book 2				
Geometry—Plane and Solid				
Welkowitz, Sitomer & Snader, <i>Geometry: Meaning and Mastery</i> (1950)	Winston		2.08	2.03
Vocational Mathematics				
Greenwood & Chriswell, <i>Handbook of Elementary Technical Mathematics</i> (1948)	Prentice		1.68	—
Jones, <i>Applied Industrial Mathematics</i> (1947)	Prentice		2.40	—
Maedel, <i>Basic Mathematics for Radio</i> (1948)	Prentice		2.80	—
SCIENCE				
Chemistry				
Brownlee & Others, <i>Elements of Chemistry</i> (1950)	Allyn		2.40	2.25
Physics				
Bischof, <i>A Brief Course in Strength of Materials</i> (1947)	Prentice		1.16	—
Frye, <i>Essentials of Applied Physics</i> (1947)	Prentice		2.52	—
SOCIAL STUDIES				
Civics, Citizenship, and Civic Problems				
Magruder, <i>National Governments and International Relations</i> (1950)	Allyn		2.36	2.22
Geography—General				
Jones & Murphy, <i>Geography and World Affairs</i> (1950)	Rand		2.69	2.52
SPANISH				
Wachs & Greenberg, <i>Spanish for Daily Use</i> (1950)	Merrill		.42	—
VOCATIONAL AND TECHNOLOGICAL TRAINING				
Automotive Mechanics				
Kuns, <i>Automotive Essentials</i> , revised edition (1950)	Bruce		2.34	2.07
Diesel Engine				
Adams, <i>Diesel Operation and Maintenance</i> (1946)	Prentice		3.00	—
Electricity				
Wright, <i>Electricity in the Home and on the Farm</i> , 3rd edition (1950)	Wiley		3.17	—
Machine Shop				
Milne, <i>Machine Shop Methods</i> (1950)	Prentice		3.00	—
Mechanical and Engineering Drawing				
Rotmans, <i>Drafting Simplified</i> (1950)	Delmar		3.19	—
Miscellaneous				
Emerick, <i>Basic Refrigeration and Air Conditioning</i> (1948)	Prentice		3.00	—
Radio, Television, and Radar				
Buchsbaum, <i>Television Servicing: Theory and Practice</i> (1950)	Prentice		3.20	—

VOCATIONAL GUIDANCE

			Prices	
			New	Exchange
Larson, Johnson & Teller, <i>Selecting and Operating a Business of Your Own</i> (1946)		Prentice	1.36	—

REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the November, 1950, issue of *California Schools*, to replace editions previously listed:

	ENGLISH		Prices	
			New	Exchange
Speech and Public Speaking Fort, <i>Speech for All</i> (1950)		Allyn	\$1.18	\$1.11

FRENCH

Lambert, <i>Chardenal, Second Course</i> (1950)	Allyn	1.82	1.71
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SCIENCE

Biology Baker & Mills, <i>Dynamic Biology Today</i> (1948)	Rand	2.88	2.70
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SOCIAL STUDIES

Economics Seaver, <i>Industry in America</i> , revised edition (1950)	Harper	1.60	1.55
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History—World

History—World Rogers, Adams & Brown, <i>Story of Nations</i> (1949)	Holt	3.04	2.96
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VOCATIONAL AND TECHNOLOGICAL TRAINING

Blueprint Reading Ihne & Streeter, <i>Machine Trades Blueprint Reading</i> , second edition (1948)	Amer. Tech.	1.80	—
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Woodworking and Carpentry

Woodworking and Carpentry Townsend, <i>Carpentry</i> , revised edition (1949)	Amer. Tech.	2.00	—
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INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

SUPREME COURT DECISIONS

Increases of Salaries of County Superintendents of Schools of Non-Chartered Counties

Section 3.1 of Article IX of the California Constitution supersedes Section 5 of Article XI of the Constitution and authorizes the legislature to fix the amount and manner of payment of compensation of county superintendents of schools, and increase the salary of a county superintendent of schools during his term of office. Education Code Section 400.2, which provides that the salaries set forth in Education Code Sections 400-459 are payable to incumbent county superintendents of schools, is therefore a reasonable construction of Section 3.1 of Article IX of the Constitution. (*Woodcock v. Dick, etc.*, 36 A.C. 85.)

Increases in Salaries of County Superintendents of Schools of Chartered Counties During Term of Office

Section 3.1 of Article IX of the California Constitution supersedes all conflicting provisions of the Constitution, including, in addition to Section 5 of Article XI, Section 7½ of Article XI of the Constitution and also all county charter provisions enacted pursuant thereto. Consequently, the legislature may increase the salary of a county superintendent of schools during his term of office notwithstanding any provision of the charter, if any, of the county to the contrary (citing *Woodcock v. Dick, etc.*, 36 A.C. 85). (*Seidel v. Waring, etc.*, 36 A.C. 88.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by NICHOLAS E. WYCKOFF, *Public Information Officer*

DEVELOPMENTS IN CIVIL DEFENSE PLANNING

In a recent report of the Department to the Office of the Governor, George C. Mann, Chief of the Bureau of Adult Education, and Wesley P. Smith, State Director of Vocational Education, outlined some actions pertaining to the civil defense plans of the state as they would affect the public schools.

Staff members of the Bureau of Adult Education have been engaged in the following activities:

1. Liaison between the State Department of Education and the State Disaster Council in order that the Department may be informed of the development of the State Civil Defense Plan as it will involve the Department and the public schools. In turn, the State Disaster Council has been informed as to the resources of the public schools for purpose of implementing the Civil Defense Program.
2. Gathering of data from a number of school districts in order to inform the Emergency Planning Committee of the State Department of Education as to needs of the local districts.
3. Consulting with superintendents of schools and directors of adult education in local districts as to civil defense training in which the local schools may co-operate.
4. Attendance at meetings of the Governor's Advisory Committees on Radiological Safety and on Medical and Public Health to aid in the planning stages of the training program.

A recent survey of staff and facilities of junior colleges conducted by representatives of the Department and of the California Junior College Association indicated that the following laboratories and shops are available for war production or emergency training purposes:

	<i>Capacity, One Shift</i>
79 electronics laboratories	1,878
235 metal trades shops	5,572
66 wood trades shops	1,577
46 aeronautics shops	1,103
70 drafting laboratories	1,744
184 business education laboratories	5,857
23 practical nursing laboratories	671

In addition there are facilities for special training in such subjects as refrigeration, diesel engine work, meteorology, bricklaying, cannery work, photography, navigation, commercial cooking and baking, fire and peace officer service, surveying and mapping, and metallurgy.

Every junior college is equipped to offer technical training in chemistry, physics, bacteriology, and similar fields. The junior colleges also have cafeteria facilities which seat 18,730 persons at one time and dormitory accommodations for 2,714.

During the last war, California junior colleges provided specific emergency training for some 245,455 persons. Due to a considerable expansion of facilities during the last five years, these colleges could undoubtedly train many more individuals at the present time if called upon to do so.

JUNIOR COLLEGE STUDY OF GENERAL EDUCATION

Under the sponsorship of the Department of Education, the California State Junior College Association, and the University of California, Los Angeles, a study of general education programs in the public junior colleges has been undertaken. A grant from the Carnegie Foundation for the Advancement of Teaching, secured by the Pacific Coast Committee of the American Council on Education, has made possible the appointment of a director of the study, B. Lamar Johnson, for a period of 14 months ending August, 1951.

The scope of the study includes the following activities:

1. An analysis of personal and social needs shared by all individuals, regardless of occupation, which must be met if they are to live normal, satisfying, and useful lives
2. The development of recommendations regarding curriculum changes, whether through synthesis of subject fields or through introduction of functional courses, which should be made in order to further the students' acquisition of desired skills, knowledge, and attitudes
3. The development of recommendations regarding changes in methods of instruction and in the use of all types of teaching materials which will encourage greater student attainment of the desired skills, knowledge, and attitudes
4. The development of patterns of organization and procedure in guidance designed for all types of students
5. The development of patterns for adequate programs of student activities.

Faculty members in groups of junior colleges will work together on the study of problems of common concern. In some cases, a co-operative study may be carried on by representatives of two or three colleges; in other cases, a project may require the attention of members of the faculties of most or all of the state's junior colleges. Faculty members in individual colleges will work on problems which may be at present of concern to one institution only. State-wide, regional, and local conferences will be held. The services of the director of the study will be available for conferences and for consultation.

FOR YOUR INFORMATION

SCHOOL GUIDE FOR FIRE SAFETY

The State Fire Marshal has recently issued a 16-page pamphlet entitled *School Guide for Fire Safety*, intended for the use of school boards, administrators, teachers, and other personnel employed by school districts.

The *Guide* sets forth basic policies and practices regarding fire prevention and fire safety, as well as timely information about fire alarm systems, extinguishers, and building maintenance in respect to fire prevention. The requirements of law in the Education Code, the Administrative Code, and the Health and Safety Code are also included for convenient reference.

An initial distribution of several thousand copies was made to the schools through their local fire chiefs and marshals. This method of distribution provides the opportunity for schools and fire departments to collaborate on fire prevention programs. Also, the schools will find the consultant services of local fire departments valuable in obtaining information about local fire regulations and technical matters such as the number and types of fire extinguishers appropriate in definite locations.

Schools that have not yet received copies of the pamphlet, or schools that need additional copies, may obtain them from the State Fire Marshal, 921 Tenth Street, Sacramento 14, California.

VISION TESTING OF SCHOOL CHILDREN

The State Department of Public Health has recently issued a 16-page pamphlet entitled *Vision Testing of School Children*. This is intended as a guide for local public health and school personnel in establishing procedures for vision testing in schools as required in Education Code Section 16482.

The pamphlet was prepared by a subcommittee of the State Joint Committee on School Health, which is made up of representatives of the staffs of the state departments of Public Health and Education. A list is given of symptoms of eye trouble in children that teachers and parents can recognize as indicating the need of vision testing. Four types of vision tests commonly used in schools are briefly described, and detailed instructions are given for administering two of these. Emphasis is given to the responsibility for follow-up after the test results are known.

Copies of the pamphlet are being sent to superintendents of schools and school principals by the Bureau of Textbooks and Publications, and additional copies for school use may be requested from that office. Copies are being distributed to other public agencies by the State Department of Public Health.

PARENT-TEACHER FELLOWSHIPS AND SCHOLARSHIPS

During the past five years, the California Congress of Parents and Teachers has expended a total of approximately \$260,000 on fellowships, scholarships, and other grants to assist teachers in training for public school service in California. Assistance for trainees in three fields will be available during the school year 1951-52, as described in the following paragraphs.

I. *For training of teachers of exceptional children*, assistance will be continued on the following basis:

A. Ten graduate fellowships of \$750 each will be offered for a year's training at San Francisco State College in one or more of six special fields:

- Education of the physically (orthopedically) handicapped child
- Education of the cerebral palsied child
- Education of the deaf or hard-of-hearing child
- Education of the blind or partially-seeing child
- Education of the mentally retarded child
- Correction of speech defects

Recipients must possess prerequisites that will permit them to secure a teaching credential in a field of special education at the close of a year's study. They will be expected to teach at least two years in this field in the public schools of California. Detailed information regarding the curricula may be secured by addressing San Francisco State College, 124 Buchanan St., San Francisco 2.

B. Loans of \$100 each for summer study will be given for training of teachers of the deaf or hard of hearing. These are grants from the proceeds of an estate which are devoted to aid in these fields only. This training may be taken at any accredited college in or out of California. Completed applications must be filed before March 31, 1951. Applications will not be accepted from any candidate who has received previous grants from this source.

II. *For training of school counselors*, the sum of \$3,000 is available for 20 scholarships of \$150 each for summer session study on the graduate level in the field of school counseling and guidance. Courses may be taken at any one of the following institutions offering training for school counselors:

Chico State College	San Francisco State College
College of the Pacific	San Jose State College
Claremont College	Stanford University
Fresno State College	University of California, Berkeley
Occidental College	University of California, Los Angeles
San Diego State College	University of Southern California

III. *For training of elementary school teachers*, one Teacher-Education Scholarship of \$300 for one year of study will be available in each of the State-supported teacher-education institutions. This is to be granted at the discretion of authorized scholarship administrators in each institution, in accordance with certain stipulations. The grants are to be limited to students at the junior, senior, or graduate level who are being trained to teach in the elementary field of education in the public schools of California.

Application forms and further information regarding fellowships, scholarships, and loans may be secured from the California Congress of Parents and Teachers, 608 Occidental Life Building, 1151 South Broadway, Los Angeles 15, California.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1950-51 was published in the September, 1950, issue of *California Schools*, and additional events will be listed from time to time as information concerning them is received in the office of the Superintendent of Public Instruction. Information which arrived too late for printing in the November issue is shown below.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1950-51

<i>Date</i>	<i>Organization</i>	<i>Place</i>
February 2-3, 1951	Audio-Visual Education Association of California, Annual State Meeting, held jointly with California School Supervisors Association, San Joaquin Valley Section	Fresno State College
February 13-16	California Recreation Conference	San Diego
March 17-18	School Library Association of California	Santa Barbara

GEOGRAPHIC SCHOOL BULLETINS

For more than thirty years, the National Geographic Society has published weekly, during the school year, its *Geographic School Bulletins* as an aid to teachers in the teaching of geography in the classroom. The 1950-51 volume began with the issue for October 2. Each issue consists of five or more sheets, or "Bulletins," 6 by 9 inches, printed on both sides, each one dealing with a separate topic. These are fastened together at the upper edge under an illustrated cover sheet that serves as a table of contents. They may be filed together or separated for class distribution.

Within the past year these Bulletins have touched upon such subjects as countries of every continent, with separate treatment of government changes; news-highlighted areas, such as cities, rivers, mountains, and islands; transportation subjects, industries, and commodities in the news. The text and illustrations are collected from sources not readily available to any individual teacher.

Any accredited teacher, librarian, or advanced student in the United States or its possessions may secure the series of thirty weekly issues for the yearly subscription fee of twenty-five cents to cover mailing and handling costs. Teachers may also obtain subscriptions for classroom use if the copies are mailed in bulk to one address. Orders should be sent to the National Geographic Society, Washington 6, D. C.

INTERNATIONAL ORATORICAL CONTEST, 1951

High school juniors and seniors in public and private schools are invited to compete in an international oratorical contest to be conducted in the spring of 1951 under sponsorship of the Mutual Benefit Health and Accident Association of Omaha, Nebraska. The award is to be a \$4,000 scholarship that will be set up in a trust fund for the winner. In addition,

the sum of \$1,000 will be awarded to the winner's school, to be used for any purpose the school principal chooses.

The subject of all orations in this contest is to be "Live Safely . . . Live Happily," and each oration must be not less than 10 minutes nor more than 12 minutes in length. Each school is to determine its own winner before February 3, 1951. Local, district, and state contests have appropriate closing dates, and regional contests will be held on March 24. The final international contest will be held in New York City April 3, 4, and 5. Transportation for regional winners from their homes to New York, as well as all housing and expense for meals and entertainment, will be provided by the sponsors.

This contest has been approved by the National Contest Committee for the National Association of Secondary-School Principals. Information about the contest, schedule and rules can be supplied by D. M. Brovan, California State Contest Chairman, 111 Sutter St., San Francisco 4, California, or by his assistant, E. S. Hall, Vice-Chairman, 639 South Spring St., Los Angeles, California.

NATIONAL CONFERENCE FOR MOBILIZATION OF EDUCATION

Representatives of 75 educational organizations have given their approval to the organization of a permanent National Conference for the Mobilization of Education as a means of tying American education into the new defense program of the nation.

At the close of a two-day session in Washington, September 9-10, the educators voted to set up the conference as a permanent clearing house for information on defense developments and manpower policies. The conference also will work with the U. S. Office of Education in an advisory capacity.

The conference delegates pledged "on behalf of ourselves and colleagues in all levels of American education" full support in the mobilization of resources of the United States to meet the national and international emergency "created by acts and threats of aggression."

A resolution adopted by the conference urged "renewed effort to develop, through education, intelligent and resolute understanding of the current role of the United Nations in preventing and resisting aggression."

Conference delegates met with representatives of the Department of State, National Security Resources Board, departments of Defense, Army, Navy, and Air Force, Selective Service System, Department of Labor, and the Office of Education to discuss how to deal with special industrial and military training programs that might be set up in the schools during this emergency as in World War II.

Willard E. Givens, executive secretary of the National Education Association, was named chairman of the executive committee of the Mobilization Conference.

OPPORTUNITIES FOR UNITED STATES TEACHERS IN FOREIGN COUNTRIES

The closing date for applications under the Fulbright Act (Public Law 584, 79th Congress) for exchange teaching positions for the school year 1951-52 in Australia, Belgium and Luxembourg, France, Netherlands, New Zealand, Norway, and the United Kingdom was October 15, 1950. The closing date for a limited number of opportunities for grants still available in Austria, Burma, Greece, India, Italy, the Philippines, and Turkey has been extended to December 15, 1950. Information and application blanks necessary for those contemplating participation in the Fulbright Exchange Program can be secured from the Division of International Educational Relations, Office of Education, Federal Security Agency, Washington 25, D. C. Although this information cannot be printed in time to encourage California teachers to make applications for 1951-52 exchange positions, many may be interested to apply for 1952-53.

Announcement has also been made of 19 positions open for teachers in two additional countries, Iran and Pakistan, which are not under the Fulbright program. Details received from the Office of Education regarding these opportunities are reprinted here. Attention is directed to the fact that the normal contract period for such positions is three years. No closing date has been set for these applications.

OPPORTUNITIES FOR UNITED STATES TEACHERS IN PAKISTAN

I. Staff needs for the Residential Girl Students Homes at Mirzapur, Pakistan

A. These posts are open to women teachers only:

1. One principal who would organize and run a public school for girls. She needs, in addition to educational qualifications, a knowledge of sports, physical training. Salary, \$300.00 per month, increasing to \$495.00 within five years, plus free residential quarters supplied with furniture, electricity and modern sanitary system.
2. Four assistant teachers as follows:
 - a. Two highly qualified to teach infant classes. Salary \$150.00 per month increasing to \$225.00 within five years.
 - b. One teacher for physical education. Salary \$105.00.
 - c. One teacher in music. Preferably this teacher should also be qualified to teach and supervise tailoring. Salary \$105.00.

In addition to salary, free residential accommodations in one of the residential quarters, having about six rooms, two bathrooms, one store room, and one kitchen, including furniture and electricity.

B. These posts are for teachers of Home Economics:

1. One superintendent to be in charge of the Hostel Building under the principal. This person should be highly qualified to supervise the study classes in addition to her duties and to look to the cleanliness and discipline, cooking

and all other works of the students while in residence. Salary, \$150.00 per month increasing to \$225.00 within five years, plus residential quarters.

2. Three assistant superintendents qualified in home economics. Salary, \$115.00 per month increasing to \$165.00 within five years.

All staff members, excluding the principal, will be allowed a messing allowance of \$25.75 per month. All staff will have a month's leave with pay, at which time they can go for a change to some hill station. After three years service, all staff will be allowed three months' home leave with their traveling expenses to go and come, but without pay. All staff will have free medical attendance. All salaries will be paid in rupees.

The school at Mirzapur has at present over 200 students but it is hoped to increase this number to 750 girl students and to run it in a first class condition.

For further information and application forms, write to the Division of International Educational Relations, Office of Education, Federal Security Agency, Washington 25, D. C.

OPPORTUNITIES FOR UNITED STATES TEACHERS IN IRAN

There is need in Iran for ten specialists and teachers for the administration of the elementary teacher training institutions.

The following conditions obtain for these positions:

1. Duration: 3 year contracts.
2. Salary: \$666.00 per month (20,000 rials) one-half of which will be paid in rials.
3. The teachers, preferably male, should not be over 50 years of age and not less than 35.
4. They must have ten or more years experience.
5. They shall live in Iranian cities such as: Meshad, Shiraz, Tabriz, Rezaieh, Teheran, Isphanahan, Kirman, Kirmanshah, Arak, Ahwaz.
6. Each teacher shall be provided two rooms for lodging.
7. Each teacher will be provided round-trip travel by the Iranian Government.
8. Each teacher will receive a month's paid vacation, yearly.
9. No allowances will be made for dependents of married teachers.
10. The teachers selected could leave for Iran in March or April, 1951.
11. One of the teachers selected should have experience in librarianship.
12. Interested candidates may receive further information and application forms by writing to the Division of International Educational Relations, Office of Education, Federal Security Agency, Washington 25, D. C.

PROFESSIONAL LITERATURE

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Annotated List of Phonograph Records 1950-51 (Kindergarten—Grade 9). Edited by Warren S. Freeman. New York 7: Children's Reading Service (106 Beekman St.), 1950. Pp. 34. \$0.10.

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* Distributed by the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

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References to digests of interpretations of school law appear in the index under the heading of "Legal Interpretations" and these items are not cited in the general index. In the index to legal interpretations the abbreviations SC, AC, and AGO have been used to show that the item is a digest of a decision of the Supreme Court or of the Appellate Court, or an opinion of the Attorney General.

A combined index to the June and December supplements containing the laws of 1950 relating to the California public school system, which has been prepared by the office of the Administrative Adviser, appears under the heading "Laws of 1950" and includes code sections as well as page numbers. Only its principal subheadings appear as cross references in the general index.

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